

AMENDED IN ASSEMBLY APRIL 28, 2003

CALIFORNIA LEGISLATURE—2003–04 REGULAR SESSION

**ASSEMBLY BILL**

**No. 1650**

**Introduced by Assembly Member Simitian**

February 21, 2003

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An act to amend Sections 406, 44279.2, 44305, 44308, 44383, 44386, 44393, 44395, 44396, 44401, 44402, 44403, 44404, 44503, 44507, 44579.1, 44731, 52272, 99200, 99220, 99221, 99222, 99223, 99224, 99225, 99226, 99232, 99234, 99236, and 99237 of, to add Chapter 3.8 (commencing with Section 44790) to Part 25 of, and to repeal Sections 44279.7, 44384, 44505, 44506, 44579.2, 44579.4, 44579.5, 44730, 99203, 99227, 99234.5, and 99235 of, the Education Code, relating to teacher development.

LEGISLATIVE COUNSEL'S DIGEST

AB 1650, as amended, Simitian. Teacher Support and Development Act of 2003.

Existing law establishes various grant programs aimed at promoting the development of teachers in specific areas.

This bill would consolidate the funding for many of those programs and would establish the Teacher Support and Development Act of 2003 to provide flexible professional development block grants to school districts. The bill would require the Superintendent of Public Instruction to annually award the block grants from funding provided in the annual Budget Act. The bill would provide for the block grant amounts to be calculated according to a specified formula and would require a school district to demonstrate that its staff development programs meet specified criteria prior to receiving a block grant.

This bill would require the State Department of Education to conduct an evaluation to assess the impact of the act on teacher quality and pupil improvement and would require an interim report to be submitted to the Governor and the Legislature no later than January 1, 2006, and a final report to be submitted no later than January 1, 2008.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

*The people of the State of California do enact as follows:*

1 SECTION 1. Section 406 of the Education Code is amended  
2 to read:

3 406. (a) The Regents of the University of California are  
4 requested to authorize the President of the University of California  
5 or his or her designee to jointly develop English Language  
6 Development Professional Institutes with the Chancellor of the  
7 California State University, the Chancellor of the California  
8 Community Colleges, the independent colleges and universities,  
9 and the Superintendent of Public Instruction, or their designees. In  
10 order to provide maximum access, the institutes shall be offered  
11 at sites widely distributed throughout the state, which shall include  
12 programs offered through instructor-led, interactive online  
13 courses, in accordance with existing state law. In order to  
14 maximize access to teachers and administrators who may be  
15 precluded from participating in an onsite institute due to  
16 geographical, physical, or time constraints, each institute shall  
17 accommodate at least 5 percent of the participants through existing  
18 state approved online instructor-led courses, programs, or both.  
19 The California subject matter projects, an intersegmental,  
20 discipline-based professional development network administered  
21 by the University of California, is requested to be the organizing  
22 entity for the institutes and followup programs.

23 (b) (1) Commencing in the 1999–2000 academic year, the  
24 institutes shall provide instruction for school teams from each  
25 school participating in the program established pursuant to this  
26 chapter. Commencing in the 2000–01 academic year, the institutes  
27 may provide instruction for school teams serving English  
28 language learners in kindergarten and grades 1 to 12, inclusive. A  
29 school team shall include teachers who do not hold crosscultural  
30 or bilingual-crosscultural certificates or their equivalents, teachers



1 who hold those certificates or their equivalents, and a schoolsite  
2 administrator. The majority of the team shall be teachers who do  
3 not hold those crosscultural certificates or their equivalents. If the  
4 participating school team employs instructional assistants who  
5 provide instructional services to English language learners, the  
6 team may include these instructional assistants.

7 (2) Commencing in July 2000, the English Language  
8 Development Institutes shall provide instruction to an additional  
9 10,000 participants. These participants shall be in addition to the  
10 5,000 participants authorized as of January 1, 2000.

11 (c) Each team member who satisfactorily completes an  
12 institute authorized by this section shall receive a stipend,  
13 commensurate with the duration of the institute, of not less than  
14 one thousand dollars (\$1,000) nor more than two thousand dollars  
15 (\$2,000).

16 (d) Instruction provided by the institutes shall be consistent  
17 with state-adopted academic content standards and with the  
18 English language development standards adopted pursuant to  
19 Section 60811.

20 (e) (1) Instruction at the institutes shall consist of an intensive,  
21 sustained training period of no less than 40 hours nor more than 80  
22 hours during the summer or during an intersession break or an  
23 equivalent instructor-led, online course and shall be supplemented  
24 during the following school year with no fewer than 80 hours nor  
25 more than 120 hours of instruction and schoolsite meetings, held  
26 on at least a monthly basis, to focus on the academic progress of  
27 English language learners at that school.

28 (2) Instruction at the institutes shall be of sufficient scope,  
29 depth, and duration to fully equip instructional personnel to offer  
30 a comprehensive and rigorous instructional program for English  
31 language learners and to assess pupil progress so these pupils can  
32 meet the academic content and performance standards adopted by  
33 the State Board of Education. The instruction shall be designed to  
34 increase the capacity of teachers and other school personnel to  
35 provide and assess standards-based instruction for English  
36 language learners.

37 (3) The instruction shall be multidisciplinary and focus on  
38 instruction in disciplines for which the State Board of Education  
39 has adopted academic content standards. The instruction shall also  
40 be research-based and provide effective models of professional

1 development in order to ensure that instructional personnel  
2 increase their skills, at a minimum, in all of the following:

3 (A) Literacy instruction and assessment for diverse pupil  
4 populations, including instruction in the teaching of reading that  
5 is research-based and consistent with the balanced, comprehensive  
6 strategies required under Section 44757.

7 (B) English language development and second language  
8 acquisition strategies.

9 (C) Specially designed instruction and assessment in English.

10 (D) Application of appropriate assessment instruments to  
11 assess language proficiency and utilization of benchmarks for  
12 reclassification of pupils from English language learners to fully  
13 English proficient.

14 (E) Examination of pupil work as a basis for the alignment of  
15 standards, instruction, and assessment.

16 (F) Use of appropriate instructional materials to assist English  
17 language learners to attain academic content standards.

18 (G) Instructional technology and its integration into the school  
19 curriculum for English language learners.

20 (H) Parent involvement and effective practices for building  
21 partnerships with parents.

22 (f) It is the intent of the Legislature that a local educational  
23 agency or postsecondary institution that offers an accredited  
24 program of professional preparation consider providing partial  
25 and proportional credit toward satisfaction of the course  
26 requirements to an enrolled candidate who satisfactorily  
27 completes a California English Language Development Institute  
28 program if the program has been certified by the Commission on  
29 Teacher Credentialing as meeting preparation standards.

30 (g) This section does not prohibit a team member from  
31 attending an institute authorized by this section in more than one  
32 academic year.

33 (h) This section does not apply to the University of California  
34 unless and until the Regents of the University of California act, by  
35 resolution, to make it applicable.

36 SEC. 2. Section 44279.2 of the Education Code is amended  
37 to read:

38 44279.2. (a) The superintendent and the commission shall  
39 jointly administer the Beginning Teacher Support and Assessment  
40 System pursuant to this chapter. In administering this section, the

1 superintendent and the commission shall provide for or contract  
2 for all of the following:

3 (1) Establishment of requirements for reviewing and  
4 approving teacher induction programs.

5 (2) Development and administration of a system for ensuring  
6 teacher induction program quality and effectiveness. For the  
7 purposes of this section, “program effectiveness” means  
8 producing excellent program outcomes in relation to the purposes  
9 defined in subdivision (b) of Section 44279.1. For the purposes of  
10 this section, “program quality” means excellence with respect to  
11 program factors, including, but not limited to, all of the following:

12 (A) Program goals.

13 (B) Design resources.

14 (C) Management, evaluation, and improvement of the  
15 program.

16 (D) School context and working conditions.

17 (E) Support and assessment services to each beginning teacher.

18 (3) Developing purposes and functions for reviewing and  
19 approving supplemental grants and standards for program clusters  
20 and program consultants, as defined pursuant to Section 44297.7.

21 (4) Improving and refining the formative assessment system.

22 (5) Improving and refining professional development  
23 materials and strategies for all personnel involved in  
24 implementing induction programs.

25 (6) Conducting and tracking research related to beginning  
26 teacher induction.

27 (7) Periodically evaluating the validity of the California  
28 Standards for the Teaching Profession adopted by the commission  
29 in January 1997 and the Standards of Quality and Effectiveness for  
30 Beginning Teacher Support and Assessment Program adopted by  
31 the commission in 1997 and making changes to those documents,  
32 as necessary.

33 (b) As part of the Beginning Teacher Support and Assessment  
34 System, the commission and the superintendent shall establish  
35 requirements for local teacher induction programs.

36 (c) A school district or consortium of school districts that  
37 establishes a local teacher induction program pursuant to this  
38 section shall, at a minimum, meet all of the following  
39 requirements:

1 (1) Develop, implement, and evaluate teacher induction  
2 programs that meet the Quality and Effectiveness for Beginning  
3 Teacher Induction Program Standards adopted by the commission  
4 in 1997.

5 (2) Support beginning teachers in meeting the competencies  
6 described in the California Standards for the Teaching Profession,  
7 adopted by the commission in January 1997.

8 (3) Meet criteria for the cost-effective delivery of program  
9 services pursuant to subdivision (b) of Section 44279.1.

10 (4) From amounts received from the professional development  
11 block grant made available pursuant to the Teacher Support and  
12 Development Act of 2003 (Chapter 3.8 (commencing with Section  
13 44790)), or from other local, state, or resources available for the  
14 purposes of teacher induction programs, contribute not less than  
15 two thousand dollars (\$2,000) for the costs of each beginning  
16 teacher served in the induction program.

17 SEC. 3. Section 44279.7 of the Education Code is repealed.

18 SEC. 4. Section 44305 of the Education Code is amended to  
19 read:

20 44305. (a) The commission may issue a preintern teaching  
21 certificate instead of an emergency multiple subject permit to an  
22 individual employed by a school district approved by the  
23 commission who operates a preintern teaching program pursuant  
24 to this article if the individual meets the minimum requirements set  
25 by the commission.

26 (b) The preintern teaching certificate issued by the commission  
27 shall be valid for one year, but may be renewed for one additional  
28 year if the holder takes the appropriate subject matter examination  
29 required under Section 44282 or is enrolled in a subject matter  
30 program approved by the commission on the basis of standards of  
31 program quality and effectiveness pursuant to Article 6  
32 (commencing with Section 44310). A preintern teacher who  
33 passes the subject matter examination or completes a subject  
34 matter program in the first or second year of his or her preintern  
35 teaching shall enroll in a district or university teaching internship  
36 or other approved university teaching credential program. A  
37 preintern teaching certificate may be renewed for a third year if the  
38 employing school district, the cooperating college or university,  
39 and the preintern support the application for renewal.

(c) The minimum requirements for the preintern teaching certificate established by the commission shall include all of the following:

(1) A baccalaureate or higher degree conferred by a regionally accredited institution of higher education.

(2) Passage of the basic skills proficiency test as provided for in Section 44252.

(3) The number of units, as set by the commission, for the multiple subject or single subject preintern teaching certificate.

(4) The number of units in education or the number of years of experience in special education, as set by the commission, for the education specialist instruction preintern teaching certificate.

(d) The commission shall establish criteria for the approval of preintern teaching programs. The criteria shall include, but is not limited to, all of the following:

(1) Demonstrated need, as indicated by the percentage of teachers in the district that have not completed basic credential requirements pursuant to state law.

(2) The quality of the preparation, support, and assistance to be provided to teaching preinterns.

(3) Cost-effectiveness, including the number of preinterns to be served.

(4) Collaboration between district administrators and experienced teachers with permanent status in the development of the plan.

(5) District and college or university collaboration to ensure availability of courses needed by preintern teachers.

(6) Preintern preparation content, including lesson planning, classroom management and organization, and a schedule for delivering the preparation, with a focus on beginning the preparation before or during the first semester of the preinternship.

(7) The role of personnel, including experienced teachers with permanent status, in the delivery of preintern preparation and support.

(8) That no later than the second year of employment the program for each preintern shall reflect the California Standards for the Teaching Profession jointly developed by the commission and the State Department of Education.

(9) Approval of the district plan by the governing board of the school district.



1 (e) In establishing criteria for review of preintern teaching  
2 programs pursuant to subdivision (d), the commission shall make  
3 every effort to recognize effective district programs for the support  
4 and development of emergency permit teachers in operation  
5 before July 1, 1998, as meeting the preintern teaching program  
6 criteria.

7 (f) A school district may operate a preintern teaching program  
8 using funds from the professional development block grant made  
9 available pursuant to the Teacher Support and Development Act  
10 of 2003 (Chapter 3.8 (commencing with Section 44790)). No  
11 school district may expend for the preintern teaching program  
12 more than two thousand dollars (\$2,000) per preintern employed  
13 by the school district.

14 SEC. 5. Section 44308 of the Education Code is amended to  
15 read:

16 44308. (a) Funding for the purposes of administering the  
17 program established pursuant to this article is contingent upon an  
18 appropriation in the annual Budget Act for the purposes of the  
19 professional development block grant established pursuant to the  
20 Teacher Support and Development Act of 2003 (Chapter 3.8  
21 (commencing with Section 44790)).

22 (b) It is the intent of the Legislature that federal funding  
23 provided to the State Department of Education and the  
24 Commission on Teacher Credentialing in Item 6110-001-0890 and  
25 Item 6360-001-0407 be adjusted to provide direct funding for the  
26 Commission on Teacher Credentialing for the purposes of the  
27 Pre-Internship Teaching Program and the California  
28 Paraprofessional Teacher Training Program. The Department of  
29 Finance shall make those adjustments using authority of Section  
30 1.50 of the Budget Act of 1997.

31 SEC. 6. Section 44383 of the Education Code is amended to  
32 read:

33 44383. School districts or county offices of education  
34 operating, or that propose to operate, an alternative certification  
35 program pursuant to this article, may use funding from the  
36 professional development block grant made available pursuant to  
37 the Teacher Support and Development Act of 2003 (Chapter 3.8  
38 (commencing with Section 44790)).

39 SEC. 7. Section 44384 of the Education Code is repealed.



SEC. 8. Section 44386 of the Education Code is amended to read:

44386. Each school district or county office of education that uses funds from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2003 (Chapter 3.8 (commencing with Section 44790)) for purposes of this article shall provide matching funds from any other available funding source in an amount equal to 50 percent of the cost of the alternative certification program. The amount of funding provided by a school district or county office of education may not exceed two thousand five hundred dollars (\$2,500) per intern per year, except that the school district or county office of education may require a lesser local contribution, or provide a larger grant per intern per year, in hardship cases.

SEC. 9. Section 44393 of the Education Code is amended to read:

44393. (a) The California School Paraprofessional Teacher Training Program is hereby established for the purpose of recruiting paraprofessionals to participate in a program designed to encourage them to enroll in teacher training programs and to provide instructional service as teachers in the public schools.

(b) A school district or county office of education that uses funds from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2003 (Chapter 3.8 (commencing with Section 44790)) for this program shall do all of the following:

(1) Demonstrate a capacity and willingness to accommodate the participation of school paraprofessionals of the school in teacher training programs conducted at institutions of higher education.

(2) Enter into a written articulation agreement with any participating campuses of the institutions of higher education.

(3) Encourage paraprofessionals to become bilingual-crosscultural teachers, multiple subject credentialed teachers, or special education teachers.

(4) Include a developmentally sequenced series of job descriptions that lead from an entry-level school paraprofessional position to an entry-level teaching position in that school district or county office of education.

(5) Meet its own specific teacher needs.

(6) Operate a district internship program pursuant to Sections 44325, 44326, 44327, 44328, and 44830.3 or a university internship program pursuant to Article 3 (commencing with Section 44450) of Chapter 3 or demonstrate why an internship program may not be operated.

(c) Each selected school district or county office of education shall provide information and assistance to each school paraprofessional it recruits under the program regarding admission to a teacher training program.

(d) (1) The school district or county office of education shall recruit and organize groups, or “cohorts,” of school paraprofessionals, of no more than 30, and no less than 10, in each cohort. Cohorts shall be organized to consist of school paraprofessionals having approximately equal academic experience and qualifications, as determined by the school district or county office of education. To the extent possible, the members of each cohort shall proceed through the same subject matter and credential programs. The members of each cohort shall enroll in the same campus, and shall be provided by the school district or county office of education with appropriate support and information throughout the course of their studies.

(2) Each school district or county office of education shall certify that it has received a commitment from each member of a cohort that he or she will accomplish all of the following:

(A) Graduate from an institution of higher education under the program with a bachelor’s degree.

(B) Complete all of the requirements for and obtain a multiple subject, single subject, or education specialist teaching credential.

(C) Complete one school year of classroom instruction in the district or county office of education for each year that he or she receives assistance for books, fees, and tuition while attending an institution of higher education under the program.

(3) To the extent that any participant does not fulfill his or her obligations, as set forth in paragraph (2), the participant shall be required to repay the assistance.

(e) Each selected school district or county office of education shall report to the Superintendent of Public Instruction regarding the progress of each cohort of school paraprofessionals.

(f) No later than January 1, 2005, and annually thereafter, the Superintendent of Public Instruction shall report to the Legislature

regarding the status of the program, including, but not limited to, the number of school paraprofessionals recruited, the academic progress of the school paraprofessionals recruited, the number of school paraprofessionals recruited who are subsequently employed as teachers in the public schools, the degree to which the program meets the demand for bilingual and special education teachers, and other effects upon the operation of the public schools.

(g) Commencing with the 2003–04 fiscal year, and each fiscal year thereafter, the school district or county office of education may use funds from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2003 (Chapter 3.8 (commencing with Section 44790)) to operate the program. In no case shall any school district use more than the equivalent of three thousand dollars (\$3,000) annually per paraprofessional in the program.

SEC. 10. Section 44395 of the Education Code is amended to read:

44395. (a) The National Board for Professional Teaching Standards Certification Incentive Program is hereby established for the purpose of providing school districts with the opportunity to award teachers who are employed by school districts or charter schools, who are assigned to teach in California public schools, and who have attained certification from the National Board for Professional Teaching Standards. The following awards may be granted from funds received from the professional development block grant made available pursuant to the Teacher Support and Development Act of 2003 (Chapter 3.8 (commencing with Section 44790)):

(1) A teacher attaining national board certification may receive a one-time merit award of ten thousand dollars (\$10,000), except as specified in paragraph (2).

(2) In addition to the award specified in subdivision (1), commencing July 1, 2000, any teacher who has attained certification from the National Board for Professional Teaching Standards may receive an award of up to twenty thousand dollars (\$20,000) if he or she agrees to teach at a low-performing school for at least four years. Teaching service before July 1, 2000, may not be counted towards satisfaction of this four-year commitment. The awards shall be disbursed in annual payments of five thousand

1 dollars (\$5,000) over a four-year period. The annual payment shall  
2 be made upon completion of the school year, and upon approval  
3 of a district-certified application pursuant to the guidelines of  
4 subdivision (c) of Section 44396.

5 (b) Each school district is strongly encouraged to ensure that  
6 teachers employed by the district or by charter schools affiliated  
7 with the district are informed about the program and can acquire  
8 the necessary application and information materials.

9 (c) School districts are encouraged to provide for adequate  
10 release time and support for a teacher to complete the certification  
11 process. As a condition to providing that release time and support,  
12 a school district may require that a teacher serve in a mentor  
13 teacher capacity.

14 (d) A school district may provide fee assistance from funds  
15 received from the professional development block grant made  
16 available pursuant to the Teacher Support and Development Act  
17 of 2003 (Chapter 3.8 (commencing with Section 44790)) to defray  
18 the fees of teachers seeking certification from the National Board  
19 for Professional Teaching Standards. A school district may  
20 provide fee assistance of up to one thousand dollars (\$1,000) for  
21 each teacher.

22 (e) For purposes of this article, the following definitions apply:

23 (1) "School district" means school district, county board of  
24 education, county superintendent of schools, a state operated  
25 program, such as a special school, or an education program  
26 providing instruction in kindergarten or any of grades 1 to 12,  
27 inclusive, that is offered by a state agency, including the California  
28 Youth Authority and the State Department of Developmental  
29 Services.

30 (2) "Low-performing school" means a school in the bottom  
31 half of all schools based on the Academic Performance Index  
32 rankings established pursuant to subdivision (a) of Section 52056.  
33 This designation shall be determined as of the date of the  
34 agreement by the teacher in paragraph (2) of subdivision (a) of this  
35 section.

36 SEC. 11. Section 44396 of the Education Code is amended to  
37 read:

38 44396. (a) A teacher who attained certification from the  
39 National Board for Professional Teaching Standards before  
40 January 1, 1999, and who was employed by a school district or

1 charter school and assigned to teach in a California public school  
2 on the date of certification may receive an award authorized  
3 pursuant to this article if he or she meets all the other requirements  
4 for that award specified by this article. For awards pursuant to this  
5 subdivision, teaching service before July 1, 2000, may not be  
6 counted toward satisfaction of the teacher's four-year agreement  
7 to teach in a low-performing school.

8 (b) If a school district provides a teacher with an award  
9 authorized by this article, it shall certify that the teacher is  
10 employed by the district or a charter school operating under a  
11 charter granted by the school district.

12 SEC. 12. Section 44401 of the Education Code is amended to  
13 read:

14 44401. For the purposes of this article, the following terms  
15 have the following meanings unless the context in which they  
16 appear clearly requires otherwise:

17 (a) "Program participants" means individuals who accept  
18 and receive financial assistance from a school district, county  
19 superintendent of schools, or consortia composed of school  
20 districts for the California Mathematics Initiative for Teaching.

21 (b) "Financial assistance" means an award of funds by a school  
22 district, county superintendent of schools, or consortia composed  
23 of school districts to a program participant for the purpose of  
24 paying for tuition, academic fees, and the cost of textbooks in  
25 courses or programs to meet state teacher preparation standards  
26 and earn a credential, concentration, or supplementary  
27 authorization in mathematics.

28 (c) "Loan forgiveness program" means a program  
29 administered by a school district, county superintendent of  
30 schools, or consortia composed of school districts under which a  
31 grant recipient awards financial assistance in the form of a loan  
32 that shall be completely forgiven when the program participant  
33 meets the mathematics teaching obligation specified in this article.

34 SEC. 13. Section 44402 of the Education Code is amended to  
35 read:

36 44402. (a) The California Mathematics Initiative for  
37 Teaching may be administered by a school district, county  
38 superintendent of schools, or consortia composed of school  
39 districts in accordance with this article and other applicable laws  
40 and regulations. Participation in the California Mathematics

1 Initiative for Teaching is voluntary on the part of a school district  
2 or county superintendent of schools. A school district, county  
3 superintendent of schools, or regional consortia shall establish its  
4 eligibility to participate by developing a local plan to increase the  
5 number of teachers who are qualified and certificated in  
6 mathematics.

7 (b) The Commission on Teacher Credentialing shall establish  
8 standards for supplementary authorizations, including  
9 supplementary authorizations in mathematics. The standards for  
10 supplementary authorizations shall emphasize, among other  
11 priorities, the importance of increasing the achievement of  
12 low-performing pupils. The commission shall recognize, for the  
13 purpose of awarding supplementary authorizations, including  
14 supplementary authorizations in mathematics, completion of a  
15 highly intensive program of teacher preparation which may  
16 include, but need not be limited to, a local subject matter program  
17 such as the California Mathematics Project created pursuant to  
18 Chapter 196 of the Statutes of 1982, provided that the program  
19 satisfies the applicable standards of the commission.

20 (c) The school district, county superintendent of schools, or the  
21 consortia composed of school districts shall use the following  
22 priorities for the selection of program participants :

23 (1) First priority shall be given to current certificated teachers  
24 who are teaching mathematics but have not earned mathematics  
25 credentials, authorizations, or concentrations.

26 (2) Second priority shall be given to current certificated  
27 teachers who are teaching nonshortage subjects but have not  
28 earned mathematics credentials, authorizations, or concentrations.

29 (d) The school district, county superintendent of schools, or  
30 consortia composed of school districts shall monitor the progress  
31 of each program participant toward meeting the standards for  
32 teaching mathematics and shall submit a report to the  
33 Superintendent of Public Instruction on the progress of each  
34 participant.

35 (e) A participant in the California Mathematics Initiative for  
36 Teaching shall teach mathematics for one year in a public  
37 elementary or secondary school for each multiple of two thousand  
38 five hundred dollars (\$2,500) of financial assistance that the  
39 program participant receives and accepts pursuant to this article.  
40 The school district, county of superintendent of schools, or

1 consortia composed of school districts shall determine equitable  
2 teaching obligations for participants who receive and accept a total  
3 of financial assistance that is not an even multiple of two thousand  
4 five hundred dollars (\$2,500) and shall determine how to count  
5 part-time teaching of mathematics in fulfillment of the teaching  
6 obligation. School districts may require program participants to  
7 fulfill the teaching obligation in one or more schools that are under  
8 the jurisdiction of the school district or county superintendent of  
9 schools that awarded the financial assistance to the program  
10 participant and shall begin to fulfill that obligation in consecutive  
11 school years immediately after the participant earns a mathematics  
12 teaching credential, authorization, or concentration unless an  
13 exceptional circumstance, as defined by the commission and  
14 approved by the grant recipient, prevents the participant from  
15 meeting this requirement.

16 (f) Recipients of financial assistance who do not fulfill their  
17 teaching obligation in accordance with subdivision (e) shall repay  
18 to the school district, county superintendent of schools, or  
19 consortia composed of school districts all funds received pursuant  
20 to this article in accordance with procedures established by the  
21 commission. Each report submitted to the Superintendent of  
22 Public Instruction pursuant to subdivision (d) shall include  
23 detailed information regarding the fulfillment and nonfulfillment  
24 of the teaching obligation by each recipient of financial assistance  
25 and the location of each noncompliant program participant.

26 (g) A program participant shall be eligible for financial  
27 assistance for no more than four consecutive academic years, for  
28 a total amount of financial assistance not to exceed seven thousand  
29 five hundred dollars (\$7,500). A program participant may utilize  
30 financial assistance to pay for tuition, academic fees and the cost  
31 of textbooks in courses or programs that will enable the program  
32 participant to earn a credential, concentration, or supplemental  
33 authorization in mathematics. A school district, county  
34 superintendent of schools, or consortia composed of school  
35 districts may arrange to pay tuition and academic fees directly to  
36 the institution or other agency that provides instruction to program  
37 participants. A school district, county superintendent of schools,  
38 or consortia composed of school districts shall document the  
39 tuition, academic fees, and textbook costs of each program



1 participant and shall include this information in each report  
2 submitted pursuant to subdivision (d).

3 SEC. 14. Section 44403 of the Education Code is amended to  
4 read:

5 44403. The Superintendent of Public Instruction shall, on or  
6 before January 1, 2005, submit to the education policy committees  
7 of the Legislature, the Legislative Analyst, and the Department of  
8 Finance a summative report of the effects of this article. The report  
9 shall include recommendations regarding the continuation,  
10 modification, or termination of the program. The Superintendent  
11 of Public Instruction shall base its report on information received  
12 from school districts and county superintendents of schools  
13 pursuant to subdivision (d) of Section 44402.

14 SEC. 15. Section 44404 of the Education Code is amended to  
15 read:

16 44404. The school district, county superintendent of schools,  
17 or consortia composed of school districts shall expend not more  
18 than 6.5 percent of the grant funds received pursuant to this article  
19 for purposes of local program administration and management.

20 SEC. 16. Section 44503 of the Education Code is amended to  
21 read:

22 44503. (a) The governing board of a school district that  
23 accepts state funds from the professional development block grant  
24 made available pursuant to the Teacher Support and Development  
25 Act of 2003 (Chapter 3.8 (commencing with Section 44790)) for  
26 purposes of this article shall negotiate the development and  
27 implementation of the program with the exclusive representative  
28 of the certificated employees in the school district, if the  
29 certificated employees in the district are represented by an  
30 exclusive representative. In a school district in which the  
31 certificated employees are not represented, the school district shall  
32 develop a Peer Assistance and Review Program for Teachers  
33 consistent with this article in order to be eligible to receive funding  
34 under this article.

35 (b) Functions performed pursuant to this article by certificated  
36 employees employed in a bargaining unit position shall not  
37 constitute either management or supervisory functions as defined  
38 by subdivisions (g) and (m) of Section 3540.1 of the Government  
39 Code.



1 (c) Teachers who provide assistance and review shall have the  
2 same protection from liability and access to appropriate defense as  
3 other public school employees pursuant to Division 3.6  
4 (commencing with Section 810) of Title 1 of the Government  
5 Code.

6 (d) It is the intent of the Legislature that school districts be  
7 allowed to combine, by mutual agreement, their programs of peer  
8 assistance and review with those of other school districts.

9 (e) Not more than 5 percent of the funds used by a school  
10 district for the Peer Assistance and Review Program for Teachers  
11 may be expended for administrative expenses. For the purposes of  
12 this article, administrative expenses shall include expenditures for  
13 the personnel costs of program administration and coordination,  
14 the cost of consulting teacher selection, and indirect costs  
15 associated with the Peer Assistance and Review Program for  
16 Teachers.

17 SEC. 17. Section 44505 of the Education Code is repealed.

18 SEC. 18. Section 44506 of the Education Code is repealed.

19 SEC. 19. Section 44507 of the Education Code is amended to  
20 read:

21 44507. Subject to the availability of funding in the annual  
22 Budget Act, the Superintendent of Public Instruction shall contract  
23 with an independent evaluator on or before December 15, 2002,  
24 to prepare a comprehensive evaluation of the implementation,  
25 impact, cost, and benefit of the California Peer Assistance and  
26 Review Program for Teachers. The evaluation shall be delivered  
27 to the Legislature, the Governor, and interested parties on or before  
28 January 1, 2004. As a condition of receiving funding from the  
29 professional development block grant made available pursuant to  
30 the Teacher Support and Development Act of 2003 (Chapter 3.8  
31 (commencing with Section 44790)), school districts that  
32 implement programs pursuant to this article shall provide data, as  
33 requested by the Superintendent of Public Instruction, to provide  
34 baseline information for the evaluation.

35 SEC. 20. Section 44579.1 of the Education Code is amended  
36 to read:

37 44579.1. (a) There is hereby established the Instructional  
38 Time and Staff Development Reform Program. It is the intent of  
39 the Legislature that this program enhance staff development  
40 opportunities for classroom personnel, but this article shall not be

1 construed to provide the sole source of funding for staff  
2 development activities for school personnel or to limit in any way  
3 the amount or type of staff development that is provided to school  
4 district personnel from other resources.

5 (b) The State Department of Education shall submit draft  
6 regulations for the purpose of implementing this article to the State  
7 Board of Education for its review and approval. The State Board  
8 of Education shall adopt regulations for the purpose of  
9 implementing this article pursuant to Chapter 3.5 (commencing  
10 with Section 11340) of Part 1 of Division 3 of Title 2 of the  
11 Government Code.

12 (c) The staff development program provided by the school  
13 district, charter school, or county office of education pursuant to  
14 this article shall meet all of the following requirements:

15 (1) Meet local educational priorities as defined by the  
16 governing board of the school district, charter school, or county  
17 board of education.

18 (2) Be consistent with regulations defining staff development  
19 activities eligible to receive funding under this section.

20 (d) Each participant shall be present for the full staff  
21 development day, and records of attendance shall be maintained in  
22 a manner to be prescribed in regulations. Each staff development  
23 day shall be at least as long as the full-time instructional workday  
24 for certificated or classified instructional employees of the school  
25 district. For purposes of this section, a single staff development  
26 day may be conducted over several calendar days.

27 (e) (1) Except as provided pursuant to paragraph (2), if the  
28 staff development day is conducted after completion of an  
29 instructional day, it may not be held on a minimum day for which  
30 a parent or guardian was notified pursuant to subdivision (c) of  
31 Section 48980.

32 (2) For staff working in multitrack, year-round schools, not  
33 more than two staff development days may be scheduled for “off  
34 track” teachers at a school with a minimum day scheduled. In this  
35 event, teachers at the multitrack, year-round school who are being  
36 paid for service on the minimum days are not eligible for that day  
37 of funding under this article.

38 (f) Notwithstanding Section 45203, probationary and  
39 permanent employees in the classified service may not receive  
40 regular pay on days during which staff development is offered

1 pursuant to this article unless they are required to report for duty  
2 on those days.

3 (g) A charter school may be eligible to receive funding under  
4 this chapter only if the school certifies that it meets the minimum  
5 instructional time requirements applicable to school districts.

6 (h) This section shall be operative in any fiscal year only to the  
7 extent that funds are provided for its purposes in the annual Budget  
8 Act or to the extent funds are provided from the professional  
9 development block grant made available pursuant to the Teacher  
10 Support and Development Act of 2003 (Chapter 3.8 (commencing  
11 with Section 44790)).

12 SEC. 21. Section 44579.2 of the Education Code is repealed.

13 SEC. 22. Section 44579.4 of the Education Code is repealed.

14 SEC. 23. Section 44579.5 of the Education Code is repealed.

15 SEC. 24. Section 44730 of the Education Code is repealed.

16 SEC. 25. Section 44731 of the Education Code is amended to  
17 read:

18 44731. A school district that uses funds from the professional  
19 development block grant made available pursuant to the Teacher  
20 Support and Development Act of 2003 (Chapter 3.8 (commencing  
21 with Section 44790)) for purposes of this chapter shall certify all  
22 of the following to the State Department of Education :

23 (a) Each school maintaining any of grades 4 to 8, inclusive, that  
24 uses professional development block grant funds for purposes of  
25 this chapter has access, for instructional purposes, to the Internet  
26 in its classrooms and has a sufficient number of up-to-date  
27 computers or other devices that provide Internet access in its  
28 classrooms for instructional use.

29 (b) The professional development block grant funds used for  
30 this chapter shall be expended by the eligible schools for the  
31 purpose of providing in-service training to their schoolsite  
32 administrators, appropriate instructional classified employees,  
33 and certificated employees who provide direct instructional  
34 services to pupils in grades 4 to 8, inclusive, in the use of education  
35 technology to support the daily instruction of pupils and the  
36 recordkeeping necessary to support that instruction.

37 (c) The professional development block grant funds used for  
38 this chapter shall be expended for in-service training programs in  
39 education technology that meet or exceed the proficiency

standards developed by the Commission on Teacher Credentialing pursuant to Section 44259.

(d) Each school has developed an action plan that provides for a program of in-service training in education technology for its schoolsite administrators, appropriate instructional classified employees, and all certificated employees who provide direct instructional services to pupils in grades 4 to 8, inclusive. In the action plan, the school shall, to the extent feasible and appropriate, integrate training in educational technology with all of the following:

(1) Staff development days.

(2) Staff development funds available from all state and federal funding sources.

(3) Involvement of the parents and guardians of pupils enrolled in the school district.

(e) In-service training provided pursuant to this chapter shall be coordinated and integrated with any other in-service training, including staff development offered pursuant to Article 7.5 (commencing with Section 44579) of Chapter 3.

SEC. 26. Chapter 3.8 (commencing with Section 44790) is added to Part 25 of the Education Code, to read:

CHAPTER 3.8. TEACHER SUPPORT AND DEVELOPMENT ACT OF  
2003

44790. There is hereby established the Teacher Support and Development Act of 2003. A school district shall have flexibility to expend funds received pursuant to this chapter for any staff development program, including, but not limited to, all of the following:

(a) The Marian Bergeson Beginning Teacher Support and Assessment System (Article 4.5 (commencing with Section 44279.1) of Chapter 2).

(b) The California Pre-internship Teaching Program (Article 5.6 (commencing with Section 44305) of Chapter 2).

(c) Alternative certification programs established pursuant to Article 11 (commencing with Section 44380) of Chapter 2.

(d) The California School Paraprofessional Teacher Training Program (Article 12 (commencing with Section 44390) of Chapter 2).

(e) The National Board for Professional Teaching Standards Certification Incentive Program (Article 13 (commencing with Section 44395) of Chapter 2).

(f) The California Mathematics Initiative for Teaching (Article 13 (commencing with Section 44400) of Chapter 2).

(g) The California Peer Assistance and Review Program for Teachers (Article 4.5 (commencing with Section 44500) of Chapter 3).

(h) The Instructional Time and Staff Development Reform Program (Article 7.5 (commencing with Section 44579) of Chapter 3).

(i) The Education Technology Staff Development Program (Chapter 3.34 (commencing with Section 44730)).

(j) The Education Technology Professional Development Program pursuant to Section 52272.

(k) The California Professional Development Institutes (Article 2 (commencing with Section 99220) of Chapter 5 of Part 65).

(l) The Mathematics and Reading Professional Development Program (Article 3 (commencing with Section 99230) of Chapter 5 of Part 65).

(m) The Pre-intern Teaching Academies.

(n) California subject matter projects.

44791. (a) The Superintendent of Public Instruction shall annually award professional development block grants to school districts under this chapter from funding provided in the annual Budget Act.

(b) The Superintendent of Public Instruction shall calculate the amount of the block grant awarded to each school district as follows.

(1) ~~Two thousand dollars (\$2,000)~~ *One thousand five hundred dollars (\$1,500)* for each individual employed by the school district that holds an emergency permit.

(2) Two thousand five hundred dollars (\$2,500) for each individual employed by the school district that holds a preintern certificate.

(3) ~~Four thousand dollars (\$4,000)~~ *Three thousand dollars (\$3,000)* for each individual employed by the school district that holds an internship credential or certificate.

1     (4) ~~Five thousand three hundred dollars (\$5,300)~~ *Four*  
2     *thousand two hundred fifty dollars (\$4,250)* for each first-year and  
3     second-year teacher employed by the school district who holds a  
4     preliminary teaching credential.

5     (5) ~~Two thousand dollars (\$2,000)~~ *One thousand dollars*  
6     *(\$1,000)* for each teacher employed by the school district who has  
7     more than two years of teaching experience and who holds a  
8     preliminary or professional clear teaching credential.

9     (6) ~~Seven hundred fifty dollars (\$750)~~ *Five hundred dollars*  
10    *(\$500)* for each individual employed by the school district that  
11    holds a credential waiver.

12    (7) One thousand dollars (\$1,000) for each paraprofessional  
13    employed by the school district.

14    44792. Prior to receiving a block grant pursuant to this  
15    chapter, a school district shall demonstrate all of the following:

16    (a) The school district's staff development programs are based  
17    on a coherent, long-term planning process that involves teachers  
18    and administrators.

19    (b) The school district has a school site professional  
20    development plan in place that implements school improvement  
21    objectives and is evaluated based upon gains in pupil achievement.

22    (c) The school district's staff development programs allow for  
23    ongoing collaboration among teachers.

24    (d) The school district's staff development programs comply  
25    with the standards for professional development developed  
26    pursuant to Article 3.1 (commencing with Section 44470) of  
27    Chapter 3 and with the 10 Design Elements for High Quality  
28    Professional Development contained in the State Department of  
29    Education's 1999 publication, "Designs for Learning: An  
30    introduction to high quality professional development.  
31    Sacramento, CA: California Professional Development  
32    consortia."

33    44793. (a) It is the intent of the Legislature that school  
34    districts that receive a professional development block grant  
35    pursuant to this chapter continue to fund and participate in the  
36    Marian Bergeson Beginning Teacher Support and Assessment  
37    System (Article 4.5 (commencing with Section 44279.1) of  
38    Chapter 2), the California Pre-Internship Teaching Program  
39    (Article 5.6 (commencing with Section 44305) of Chapter 2), and



1 the California School Paraprofessional Teacher Training Program  
2 (Article 12 (commencing with Section 44390) of Chapter 2).

3 (b) It is also the intent of the Legislature that the clusters of  
4 teacher induction programs operated by school districts or  
5 consortiums of school districts pursuant to Section 44279.7  
6 continue to offer support and technical assistance to local  
7 education agencies participating in the Marian Bergeson  
8 Beginning Teacher Support and Assessment System.

9 44794. The State Department of Education shall conduct an  
10 evaluation to assess the impact of the Teacher Support and  
11 Development Act of 2003 on teacher quality and pupil  
12 improvement. An interim report shall be submitted to the  
13 Governor and the Legislature no later than January 1, 2006. A final  
14 report shall be submitted to the Governor and the Legislature no  
15 later than January 1, 2008. It is the intent of the Legislature that  
16 funding for the purpose of the evaluation be appropriated from  
17 funds available under the No Child Left Behind Act of 2001 (P.L.  
18 107-110).

19 SEC. 27. Section 52272 of the Education Code is amended to  
20 read:

21 52272. (a) The Education Technology Professional  
22 Development Program is hereby established to provide teacher  
23 training on the use of technology in the classroom. The  
24 professional development training shall provide teachers with  
25 knowledge and skills on how best to integrate the use of  
26 technology into the classroom and curriculum.

27 (b) A school district or charter school may administer or  
28 contract for the professional development training component of  
29 the program and shall collaborate with the California Technology  
30 Assistance Project, county offices of education, and other  
31 appropriate public and private organizations in developing and  
32 providing this training.

33 (c) The Secretary for Education shall select a contractor to  
34 conduct an independent evaluation of the effectiveness of the  
35 Education Technology Professional Development Program. Upon  
36 completion, the report shall be submitted to the Governor and the  
37 Legislature by January 1, 2002.

38 (d) Funding for the purposes of this section may be provided  
39 from the professional development block grant made available

1 pursuant to the Teacher Support and Development Act of 2003  
2 (Chapter 3.8 (commencing with Section 44790)).

3 SEC. 28. Section 99200 of the Education Code is amended to  
4 read:

5 99200. (a) With the approval of the Concurrence Committee,  
6 the Regents of the University of California shall establish and  
7 maintain cooperative endeavors designed to accomplish the  
8 following:

9 (1) Develop and enhance teachers' subject matter knowledge  
10 in the subject matter areas specified in Section 99201.

11 (2) Develop and enhance teachers' instructional strategies to  
12 improve student learning and academic performance as measured  
13 against State Board of Education standards adopted pursuant to  
14 Section 60605.

15 (3) Provide teachers with access to and opportunity to examine  
16 current research that is demonstrably linked to improved student  
17 learning and achievement as measured by performance levels on  
18 state tests administered pursuant to Section 60605.

19 (4) Maintain subject-specific professional communities that  
20 create ongoing opportunities for teacher learning and research.

21 (5) Develop and deploy as teacher leaders, teachers with  
22 demonstrated levels of expertise in the classroom and certifiable  
23 levels of content knowledge.

24 (b) The duties of the Concurrence Committee shall include, but  
25 need not be limited to, all of the following:

26 (1) Ensuring that the statewide and local subject matter projects  
27 comply with requirements of this chapter.

28 (2) Developing rules and regulations for the statewide subject  
29 matter projects.

30 (3) Selecting a contractor for a four-year independent  
31 evaluation of the effectiveness of the subject matter projects.

32 (c) An independent evaluation of the effectiveness of the  
33 subject matter projects shall be performed by a contractor selected  
34 pursuant to paragraph (3) of subdivision (b), and shall be reported  
35 to the State Board of Education, the Governor, and the Legislature  
36 by February 1, 2006. Preliminary results shall be reported annually  
37 beginning February 1, 2004. The evaluation shall include, but not  
38 be limited to:

1 (1) Documenting the impact of participation in the program on  
2 student achievement in the statewide tests administered pursuant  
3 to Section 60605.

4 (2) Measuring the results of research on learning, knowledge,  
5 and educational materials developed by the statewide subject  
6 matter projects.

7 (3) Documenting the quantity, quality, cost-effectiveness, and  
8 inclusiveness of subject matter project programs.

9 (4) The impact of the subject matter projects on the  
10 performance levels of low-performing schools affiliated with the  
11 subject matter projects.

12 (d) The composition of the Concurrence Committee shall be as  
13 follows:

14 (1) One representative selected by the Regents of the  
15 University of California.

16 (2) One representative selected by the Board of Trustees of the  
17 California State University.

18 (3) Two representatives selected by the State Board of  
19 Education.

20 (4) One representative selected by the Governor.

21 (5) One representative selected by the Commission on Teacher  
22 Credentialing.

23 (6) One representative selected by the Curriculum  
24 Development and Supplemental Materials Commission.

25 (7) One representative of the California Community Colleges  
26 selected by the Board of Governors of the California Community  
27 Colleges.

28 (8) One representative of an independent postsecondary  
29 institution selected by the Association of Independent California  
30 Colleges and Universities.

31 SEC. 29. Section 99203 of the Education Code is repealed.

32 SEC. 30. Section 99220 of the Education Code is amended to  
33 read:

34 99220. The Regents of the University of California are  
35 requested to jointly develop with the Trustees of California State  
36 University and the independent colleges and universities, the  
37 California Reading Professional Development Institutes, to be  
38 administered by the university, in partnership with the California  
39 State University and with private, independent universities in  
40 California, in accordance with all of the following criteria:

1 (a) (1) In June 1999, the University of California and its  
2 institutes' partners shall commence instruction for 6,000  
3 participants who either provide direct instruction in reading to  
4 pupils in kindergarten or in grade 1, 2, or 3, or who supervise  
5 beginning teachers of reading. Commencing in July 2000, the  
6 institutes shall provide instruction for an additional 14,000  
7 participants who either provide direct instruction in reading to  
8 pupils, including special education pupils, in prekindergarten,  
9 kindergarten or in grade 1, 2, or 3, or supervise beginning teachers  
10 of reading. Of the 14,000 new positions, at least 2,000 shall be  
11 reserved for prekindergarten teachers who teach in state preschool  
12 programs located in the attendance area of low-performing  
13 schools in order to link prekindergarten literacy development and  
14 reading readiness to the state's reading goals for pupils enrolled in  
15 kindergarten and grades 1 to 3, inclusive. If there are not enough  
16 applicants to fill the 2,000 positions, the remaining positions may  
17 be filled by teachers of pupils enrolled in kindergarten or any of  
18 grades 1 to 3, inclusive.

19 (2) Ongoing support for second-year participants shall include  
20 a second-year institute focusing on the use of instructional  
21 materials, leveraging of school district resources, and the  
22 development of teacher leadership within the school district to  
23 improve pupil achievement in reading.

24 (b) The institutes shall provide instruction for school teams  
25 from each participating school. These school teams may include  
26 both beginning and experienced teachers and the schoolsite  
27 administrator, with the majority of the team composed of  
28 beginning teachers.

29 (c) (1) The institutes shall provide instruction in the teaching  
30 of reading in a manner consistent with the standard for a  
31 comprehensive reading instruction program that is  
32 research-based, as described in subparagraphs (A) and (B) of  
33 paragraph (4) of subdivision (b) of Section 44259, and shall  
34 include all of the following components:

35 (A) The study of organized, systematic, explicit skills  
36 including phonemic awareness, direct, systematic explicit  
37 phonics, and decoding skills.

38 (B) A strong literature, language and comprehension  
39 component with a balance of oral and written language.

1 (C) Ongoing diagnostic techniques that inform teaching and  
2 assessment.

3 (D) Early intervention techniques.

4 (2) Instruction provided pursuant to this section shall be  
5 consistent with state-adopted academic content standards and with  
6 the curriculum framework on reading/language arts adopted by the  
7 State Board of Education.

8 (3) Instruction provided pursuant to this section shall acquaint  
9 teachers with the value in the diagnostic nature of standardized  
10 tests.

11 (d) (1) Each participant who satisfactorily completes an  
12 institute authorized by this section shall receive a stipend,  
13 commensurate with the duration of the institute, of not less than  
14 one thousand dollars (\$1,000) nor more than two thousand dollars  
15 (\$2,000).

16 (2) A participant in an institute authorized by this section who  
17 satisfactorily completes additional institute activities or leadership  
18 and mentoring responsibilities in his or her school in subsequent  
19 years in accordance with institute guidelines shall receive a  
20 stipend, commensurate with the participant's responsibilities, of  
21 not less than five hundred dollars (\$500) and not more than two  
22 thousand dollars (\$2,000). It is the intent of the Legislature that  
23 stipends paid to participants under this paragraph average  
24 approximately one thousand dollars (\$1,000) per stipend recipient  
25 per year.

26 (e) In order to provide maximum access, the institutes shall be  
27 offered through multiple university and college campuses that are  
28 widely distributed throughout the state or in a regionally  
29 accredited program offered through instructor-led, interactive  
30 online courses. In order to maximize access to teachers and  
31 administrators who may be precluded from participating in an  
32 onsite institute due to geographical, physical, or time constraints,  
33 each institute shall be required to accommodate at least 5 percent  
34 of the participants through state-approved instructor-led,  
35 interactive online courses. Instruction at the institutes shall consist  
36 of an intensive, sustained training period of no less than 40 hours  
37 nor more than 120 hours during the summer or during an  
38 intersession break or an equivalent instructor-led, online course,  
39 and shall be supplemented, during the following school year, with  
40 no fewer than 80 additional hours nor more than 120 additional

1 hours of instruction and schoolsite meetings, held on at least a  
2 monthly basis, to focus on the academic progress of that school's  
3 pupils in reading.

4 (f) It is the intent of the Legislature that a local education  
5 agency or postsecondary institution that offers an accredited  
6 program of professional preparation consider providing partial  
7 and proportional credit toward satisfaction of reading course  
8 requirements to an enrolled candidate who satisfactorily  
9 completes a California Reading Professional Development  
10 Institute program if the institute has been certified by the  
11 Commission on Teacher Credentialing as meeting reading  
12 preparation standards.

13 (g) This section does not prohibit a participant from attending  
14 an institute authorized by this section in more than one academic  
15 year.

16 (h) "Beginning teachers," for purposes of this article, are  
17 teachers with three or fewer years of teaching experience.

18 SEC. 31. Section 99221 of the Education Code is amended to  
19 read:

20 99221. The Regents of the University of California are  
21 requested to develop jointly with the Trustees of the California  
22 State University and the independent colleges and universities, the  
23 High School English Professional Development Institutes, to be  
24 administered by the university, in partnership with the California  
25 State University and with private, independent universities in  
26 California, in accordance with all of the following criteria:

27 (a) In July 2000, the University of California and its institutes'  
28 partners shall commence instruction for 12,000 participants who  
29 either provide direct instruction in reading and writing to  
30 California public high school pupils in grades 9 to 12, inclusive,  
31 or supervise beginning teachers of high school reading and  
32 writing.

33 (b) The institutes shall provide instruction for school teams  
34 from each participating school. These school teams may include  
35 both beginning and experienced teachers and the schoolsite  
36 administrator.

37 (c) (1) The institutes shall provide instruction in the teaching  
38 of reading and writing in a manner consistent with the standard for  
39 a comprehensive reading and writing instruction program that is



1 research-based, as described in subparagraphs (A) and (B) of  
2 paragraph (4) of subdivision (b) of Section 44259.

3 (2) Instruction provided pursuant to this section shall be  
4 consistent with state-adopted academic content standards and with  
5 the curriculum frameworks on reading/language arts for  
6 kindergarten and grades 1 to 12, inclusive, that are adopted by the  
7 State Board of Education.

8 (3) Instruction provided pursuant to this section shall acquaint  
9 teachers with the value in the diagnostic nature of standardized  
10 tests.

11 (d) In order to provide maximum access, the institutes shall be  
12 offered through multiple university and college campuses that are  
13 widely distributed throughout the state or in a regionally  
14 accredited program offered through instructor-led, interactive  
15 online courses. In order to maximize access to teachers and  
16 administrators who may be precluded from participating in an  
17 onsite institute due to geographical, physical, or time constraints,  
18 each institute shall be required to accommodate at least 5 percent  
19 of the participants through state-approved instructor-led,  
20 interactive online courses. Instruction at the institutes shall consist  
21 of an intensive, sustained training period of no less than 40 hours  
22 nor more than 120 hours during the summer or during an  
23 intersession break or an equivalent instructor-led, online course  
24 and shall be supplemented, during the following school year, with  
25 no fewer than 80 additional hours nor more than 120 additional  
26 hours of instruction and schoolsite meetings, held on at least a  
27 monthly basis, to focus on the academic progress of that school's  
28 pupils in English language arts.

29 (e) It is the intent of the Legislature that a local education  
30 agency or postsecondary institution that offers an accredited  
31 program of professional preparation consider providing partial  
32 and proportional credit toward satisfaction of English language  
33 arts requirements to an enrolled candidate who satisfactorily  
34 completes a High School English Professional Development  
35 Institute if the institute has been certified by the Commission on  
36 Teacher Credentialing as meeting English language arts standards.

37 SEC. 32. Section 99222 of the Education Code is amended to  
38 read:

39 99222. The Regents of the University of California are  
40 requested to develop jointly with the Trustees of California State



University and the independent colleges and universities, the High School Mathematics Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with all of the following criteria:

(a) In July 2000, the University of California and its institutes' partners shall commence instruction for 5,500 participants who either provide direct instruction in mathematics to California public high school pupils in grades 9 to 12, inclusive, or supervise beginning teachers of high school mathematics.

(b) The institutes shall provide instruction for school teams from each participating school. The school teams may include both beginning and experienced teachers and the schoolsite administrator.

(c) (1) The institutes shall provide instruction in the teaching of mathematics in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based and shall include all of the following components:

(A) Instruction in topics commonly found in high school mathematics courses, including, but not limited to, geometry, algebra II, trigonometry, and calculus, that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850 and to prepare pupils for advanced placement and college coursework.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Early intervention techniques for pupils experiencing difficulty in mathematics.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) In order to provide maximum access, the institutes shall be offered through multiple university and college campuses that are widely distributed throughout the state or in a regionally

1 accredited program offered through instructor-led, interactive  
2 online courses. In order to maximize access to teachers and  
3 administrators who may be precluded from participating in an  
4 onsite institute due to geographical, physical, or time constraints,  
5 each institute shall be required to accommodate at least 5 percent  
6 of the participants through state-approved instructor-led,  
7 interactive online courses. Instruction at the institutes shall consist  
8 of an intensive, sustained training period of no less than 40 hours  
9 nor more than 120 hours during the summer or during an  
10 intersession break or an equivalent instructor-led, online course  
11 and shall be supplemented, during the following school year, with  
12 no fewer than 80 additional hours nor more than 120 additional  
13 hours of instruction and schoolsite meetings, held on at least a  
14 monthly basis, to focus on the academic progress of that school's  
15 pupils in mathematics.

16 (e) It is the intent of the Legislature that a local education  
17 agency or postsecondary institution that offers an accredited  
18 program of professional preparation consider providing partial  
19 and proportional credit toward satisfaction of mathematics course  
20 requirements to an enrolled candidate who satisfactorily  
21 completes a High School Mathematics Professional Development  
22 Institute if the institute has been certified by the Commission on  
23 Teacher Credentialing as meeting mathematics standards.

24 SEC. 33. Section 99223 of the Education Code is amended to  
25 read:

26 99223. The Regents of the University of California are  
27 requested to jointly develop with the Trustees of the California  
28 State University and the independent colleges and universities, the  
29 Algebra Academies Professional Development Institutes, to be  
30 administered by the university, in partnership with the California  
31 State University and with private, independent universities in  
32 California, in accordance with all of the following criteria:

33 (a) In July 2000, the University of California and its institutes'  
34 partners shall commence instruction for 1,000 participants who  
35 either provide direct instruction in prealgebra and algebra to pupils  
36 in grades 7 and 8, or supervise beginning teachers of algebra.

37 (b) The institutes shall provide instruction for school teams  
38 from each participating school. These school teams may include  
39 both beginning and experienced teachers and the schoolsite  
40 administrator.

(c) (1) The institutes shall provide instruction in the teaching of prealgebra and algebra in a manner consistent with the standard for a comprehensive mathematics instruction program that is research-based and shall include all of the following components:

(A) Instruction in prealgebra and algebra that will enhance the ability of teachers to prepare pupils for the achievement test authorized pursuant to Section 60640 and the high school exit examination authorized pursuant to Section 60850.

(B) Ongoing diagnostic techniques that inform teaching and assessment.

(C) Early intervention techniques for pupils experiencing difficulty in prealgebra and algebra.

(2) Instruction provided pursuant to this section shall be consistent with state-adopted academic content standards and with the curriculum frameworks on mathematics for kindergarten and grades 1 to 12, inclusive, that are adopted by the State Board of Education.

(3) Instruction provided pursuant to this section shall acquaint teachers with the value in the diagnostic nature of standardized tests.

(d) Each participant who satisfactorily completes an institute authorized by this section shall receive a stipend, commensurate with the duration of the institute, of not less than one thousand dollars (\$1,000) nor more than two thousand dollars (\$2,000).

(e) In order to provide maximum access, the institutes shall be offered on multiple university and college campuses that are widely distributed throughout the state. Instruction at the institutes shall consist of an intensive, sustained training period of no less than 40 hours during the summer or during an intersession break, and shall be supplemented, during the following school year, with no fewer than the equivalent of five additional days of instruction and schoolsite meetings, held on at least a monthly basis, to focus on the academic progress of that school's pupils in prealgebra and algebra.

(f) Teachers attending the institutes authorized by this section shall, as a condition of attendance and subsequent to that attendance, serve as instructors in the program authorized by Chapter 17 (commencing with Section 53080) of Part 28. These teachers shall continue to receive followup professional development during the same time period they are providing

1 instruction. Followup professional development during this time  
2 period shall occur outside of instructional time.

3 (g) It is the intent of the Legislature that a local education  
4 agency or postsecondary institution that offers an accredited  
5 program of professional preparation consider providing partial  
6 and proportional credit toward satisfaction of mathematics course  
7 requirements to an enrolled candidate who satisfactorily  
8 completes an Algebra Academies Professional Development  
9 Institute if the institute has been certified by the Commission on  
10 Teacher Credentialing as meeting mathematics standards.

11 SEC. 34. Section 99224 of the Education Code is amended to  
12 read:

13 99224. The Regents of the University of California are  
14 requested to develop jointly with the Trustees of the California  
15 State University and the independent colleges and universities, the  
16 Algebra Professional Development Institutes, to be administered  
17 by the university, in partnership with the California State  
18 University and with private, independent universities in  
19 California, in accordance with all of the following criteria:

20 (a) In July 2000, the University of California and its institutes'  
21 partners shall commence instruction for 5,000 participants who  
22 either provide direct instruction in algebra or the coursework in the  
23 two years leading to algebra to pupils enrolled in a public school  
24 in grades 6 to 12, inclusive, or supervise beginning teachers of  
25 algebra.

26 (b) The institutes shall provide instruction for school teams  
27 from each participating school. These school teams may include  
28 both beginning and experienced teachers and the schoolsite  
29 administrator.

30 (c) (1) The institutes shall provide instruction in the teaching  
31 of prealgebra and algebra in a manner consistent with the standard  
32 for a comprehensive mathematics instruction program that is  
33 research-based, and shall include all of the following components:

34 (A) Instruction in prealgebra and algebra that will enhance the  
35 ability of teachers to prepare pupils for the achievement test  
36 authorized pursuant to Section 60640 and the high school exit  
37 examination authorized pursuant to Section 60850.

38 (B) Ongoing diagnostic techniques that inform teaching and  
39 assessment.

1 (C) Intervention techniques for pupils experiencing difficulty  
2 in prealgebra and algebra.

3 (2) Instruction provided pursuant to this section shall be  
4 consistent with state-adopted academic content standards and with  
5 the curriculum frameworks on mathematics for kindergarten and  
6 grades 1 to 12, inclusive, that are adopted by the State Board of  
7 Education.

8 (3) Instruction provided pursuant to this section shall acquaint  
9 teachers with the value in the diagnostic nature of standardized  
10 tests.

11 (d) In order to provide maximum access, the institutes shall be  
12 offered through multiple university and college campuses that are  
13 widely distributed throughout the state or in a regionally  
14 accredited program offered through instructor-led, interactive  
15 online courses. In order to maximize access to teachers and  
16 administrators who may be precluded from participating in an  
17 onsite institute due to geographical, physical, or time constraints,  
18 each institute shall be required to accommodate at least 5 percent  
19 of the participants through state-approved instructor-led,  
20 interactive online courses. Instruction at the institutes shall consist  
21 of an intensive, sustained training period of no less than 40 hours  
22 nor more than 120 hours during the summer or during an  
23 intersession break or an equivalent instructor-led, online course  
24 and shall be supplemented, during the following school year, with  
25 no fewer than 80 additional hours nor more than 120 additional  
26 hours of instruction and schoolsite meetings, held on at least a  
27 monthly basis, to focus on the academic progress of that school's  
28 pupils in prealgebra and algebra.

29 (e) It is the intent of the Legislature that a local education  
30 agency or postsecondary institution that offers an accredited  
31 program of professional preparation consider providing partial  
32 and proportional credit toward satisfaction of mathematics course  
33 requirements to an enrolled candidate who satisfactorily  
34 completes a High School Algebra Professional Development  
35 Institute if the institute has been certified by the Commission on  
36 Teacher Credentialing as meeting mathematics standards.

37 SEC. 35. Section 99225 of the Education Code is amended to  
38 read:

39 99225. The Regents of the University of California are  
40 requested to develop collaboratively with the Trustees of the

1 California State University, the independent colleges and  
2 universities, and the county offices of education, the Elementary  
3 Mathematics Professional Development Institutes, to be  
4 administered by the university, in partnership with the California  
5 State University and with private, independent universities in  
6 California, in accordance with all of the following criteria:

7 (a) In July 2000, the University of California and its institutes'  
8 partners shall commence instruction for 5,000 participants who  
9 either provide direct instruction in elementary mathematics to  
10 pupils in grades 4 to 6, inclusive, or supervise beginning teachers  
11 of elementary mathematics.

12 (b) The institutes shall provide instruction for school teams  
13 from each participating school. These school teams may include  
14 both beginning and experienced teachers and the schoolsite  
15 administrator.

16 (c) (1) The institutes shall provide instruction in the teaching  
17 of elementary mathematics in a manner consistent with the  
18 standard for a comprehensive mathematics instruction program  
19 that is research-based, and shall include all of the following  
20 components:

21 (A) Instruction in elementary mathematics that will enhance  
22 the ability of teachers to prepare pupils for the achievement test  
23 authorized pursuant to Section 60640 and the high school exit  
24 examination authorized pursuant to Section 60850.

25 (B) Instruction that will prepare teachers as mathematics  
26 specialists and to become teacher trainers at their schools,  
27 assuming more of the responsibility for mathematics instruction.

28 (C) Ongoing diagnostic techniques that inform teaching and  
29 assessment.

30 (D) Early and continuing intervention techniques for pupils  
31 experiencing difficulty in elementary mathematics.

32 (2) Instruction provided pursuant to this section shall be  
33 consistent with state-adopted academic content standards and with  
34 the curriculum frameworks on mathematics for kindergarten and  
35 grades 1 to 12, inclusive, that are adopted by the State Board of  
36 Education.

37 (3) Instruction provided pursuant to this section shall acquaint  
38 teachers with the value in the diagnostic nature of standardized  
39 tests.

1 (d) In order to provide maximum access, the institutes shall be  
2 offered through multiple university and college campuses that are  
3 widely distributed throughout the state or in a regionally  
4 accredited program offered through instructor-led, interactive  
5 online courses. In order to maximize access to teachers and  
6 administrators who may be precluded from participating in an  
7 onsite institute due to geographical, physical, or time constraints,  
8 each institute shall be required to accommodate at least 5 percent  
9 of the participants through state-approved instructor-led,  
10 interactive online courses. Instruction at the institutes shall consist  
11 of an intensive, sustained training period of no less than 40 hours  
12 nor more than 120 hours during the summer or during an  
13 intersession break or an equivalent instructor-led, online course,  
14 and shall be supplemented, during the following school year, with  
15 no fewer than 40 additional hours nor more than 120 additional  
16 hours of instruction and schoolsite meetings, held on at least a  
17 monthly basis, to focus on the academic progress of that school's  
18 pupils in elementary mathematics.

19 (e) It is the intent of the Legislature that a local education  
20 agency or postsecondary institution that offers an accredited  
21 program of professional preparation consider providing partial  
22 and proportional credit toward satisfaction of mathematics course  
23 requirements to an enrolled candidate who satisfactorily  
24 completes an Algebra Professional Development Institute if the  
25 institute has been certified by the Commission on Teacher  
26 Credentialing as meeting mathematics standards.

27 SEC. 36. Section 99226 of the Education Code is amended to  
28 read:

29 99226. (a) This article applies to the University of California  
30 only during periods for which the Legislature has appropriated  
31 funds therefor in the annual Budget Act for the professional  
32 development block grant established pursuant to the Teach  
33 Support and Development Act of 2003 (Chapter 3.8 (commencing  
34 with Section 44790)).

35 (b) This article does not apply to the University of California  
36 unless and until the Regents of the University of California act, by  
37 resolution, to make it applicable.

38 (c) The Regents of the University of California are requested  
39 to jointly develop with the Trustees of the California State  
40 University and the independent colleges and universities, the





1 institutes described in this article, to be administered by the  
2 University of California, in partnership with the California State  
3 University and with private, independent universities in  
4 California.

5 (d) Each participant who satisfactorily completes an institute  
6 authorized by this article shall receive a stipend commensurate  
7 with the duration of the institute, of not less than one thousand  
8 dollars (\$1,000) nor more than two thousand dollars (\$2,000), as  
9 determined by the University of California.

10 (e) These institutes shall be developed in accordance with all of  
11 the criteria specified in each section, as described therein.

12 (f) Notwithstanding any other provision of law, on a  
13 case-by-case basis, and subject to the concurrence of the State  
14 Board of Education that priorities for service to high-need schools  
15 are met, the University of California and the programs authorized  
16 pursuant to Sections 99220 through 99226, inclusive, may serve  
17 prekindergarten teachers, kindergarten teachers, and teachers of  
18 grades 1 to 12, inclusive, in participating school districts with  
19 programs in reading or mathematics when the average of the  
20 reading or mathematics portions of the achievement test  
21 authorized pursuant to Section 60640 is at or below the priority  
22 level for service in schools otherwise served by the California  
23 Professional Development Institutes.

24 SEC. 37. Section 99227 of the Education Code is repealed.

25 SEC. 38. Section 99232 of the Education Code is amended to  
26 read:

27 99232. (a) The Mathematics and Reading Professional  
28 Development Program is hereby established and shall be  
29 administered by the Superintendent of Public Instruction with the  
30 approval of the State Board of Education.

31 (b) A local education agency that maintains kindergarten or  
32 any of grades 1 to 12, inclusive, is eligible to apply for and receive  
33 incentive funding from funds appropriated for the professional  
34 development block grant made available pursuant to the Teacher  
35 Support and Development Act of 2003 (Chapter 3.8 (commencing  
36 with Section 44790)).

37 SEC. 39. Section 99234 of the Education Code is amended to  
38 read:

1 99234. (a) It is the intent of the Legislature that a local  
2 education agency give highest priority to training teachers  
3 assigned to low-performing schools.

4 (b) A teacher that satisfactorily completes an institute shall  
5 receive a stipend of not more than one thousand dollars (\$1,000).

6 (c) A paraprofessional that satisfactorily completes training  
7 pursuant to this article shall receive a stipend of not more than five  
8 hundred dollars (\$500).

9 SEC. 40. Section 99234.5 of the Education Code is repealed.

10 SEC. 41. Section 99235 of the Education Code is repealed.

11 SEC. 42. Section 99236 of the Education Code is amended to  
12 read:

13 99236. The State Board of Education shall authorize the  
14 Superintendent of Public Instruction to design, and the board shall  
15 approve, regulations for the implementation and monitoring of the  
16 program.

17 SEC. 43. Section 99237 of the Education Code is amended to  
18 read:

19 99237. (a) Except as provided in subdivision (f), as a  
20 condition of receipt of funds from the professional development  
21 block grant made available pursuant to the Teacher Support and  
22 Development Act of 2002 (Chapter 3.8 (commencing with Section  
23 44790)), a local education agency shall submit a certified  
24 assurance signed by the appropriate agency official and approved  
25 in a public session by the governing body of the agency to the State  
26 Board of Education that contains its proposal to satisfy the  
27 following:

28 (1) It contracted with a provider whose training curriculum was  
29 approved by the State Board of Education or the local education  
30 agency's training curriculum was approved by the State Board of  
31 Education. Approval by the State Board of Education of the  
32 training curriculum shall be based on the criteria contained in  
33 paragraph (4) and in subdivision (b).

34 (2) It or the provider with whom it contracted provided  
35 professional development training focused primarily on the  
36 following:

37 (A) The use of instructional materials that will be used by  
38 pupils and are aligned to the English-language arts and  
39 mathematics content standards adopted by the State Board of  
40 Education pursuant to Section 60605.

1 (B) The English-language arts and mathematics content  
2 standards adopted by the State Board of Education pursuant to  
3 Section 60605.

4 (C) The curriculum frameworks adopted by the State Board of  
5 Education for these subjects.

6 (3) (A) It provides each pupil with instructional materials that  
7 are aligned to the state content standards in reading and  
8 mathematics no later than the first day of the first school term that  
9 commences 12 months or less after those materials are adopted by  
10 the State Board of Education in the case of instructional materials  
11 for grades 1 to 8, inclusive, or by the governing board of the school  
12 district in the case of instructional materials for grades 9 to 12,  
13 inclusive.

14 (B) For local education agencies that are piloting or evaluating  
15 instructional materials that are aligned to the state content  
16 standards in English-language arts or mathematics, those  
17 materials shall be provided to each pupil no later than the first day  
18 of the first school term that commences 24 months or less after  
19 those materials were adopted by the State Board of Education in  
20 the case of instructional materials for grades 1 to 8, inclusive, or  
21 by the governing board of the school district in the case of  
22 instructional materials for grades 9 to 12, inclusive.

23 (C) For each teacher, in each core area for which funding is  
24 provided pursuant to a professional development block grant and  
25 for which there are not standards aligned textbooks for each pupil,  
26 as determined through an audit, the Superintendent of Public  
27 Instruction, on a one-time basis, shall withhold from the local  
28 education agency's next monthly principal apportionment  
29 payment an amount equal to one hundred dollars (\$100) for each  
30 of those pupils. The funds withheld are deemed to be an offset  
31 against the training funds provided pursuant to this article.

32 (4) It provides in-house professional development that focuses  
33 primarily on the following:

34 (A) The use of instructional materials that will be used by  
35 pupils and are aligned to the English-language arts and  
36 mathematics content standards adopted by the State Board of  
37 Education pursuant to Section 60605.

38 (B) The English-language arts and mathematics content  
39 standards adopted by the State Board of Education pursuant to  
40 Section 60605.

1 (C) The curriculum frameworks adopted by the State Board of  
2 Education for these subjects.

3 (5) It provides the data elements required pursuant to Section  
4 99240.

5 (b) As an additional condition of receipt of professional  
6 development block grant funds, a local education agency shall  
7 certify that:

8 (1) Forty hours of professional development and 80 hours of  
9 followup instruction, coaching, or additional schoolsite  
10 assistance, in mathematics or reading, as appropriate, was  
11 provided to teachers who meet the criteria specified in paragraphs  
12 (1) and (2) of subdivision (a) of Section 99233.

13 (2) Forty hours of professional development in reading and an  
14 average of 80 hours of followup instruction, coaching, or  
15 additional schoolsite assistance was provided to teachers who  
16 meet the criteria specified in paragraphs (3) and (4) of Section  
17 99233, and 40 hours of professional development in mathematics  
18 and an average of 80 hours of followup instruction, coaching, or  
19 additional schoolsite assistance was provided to teachers who  
20 meet the criteria specified in paragraphs (5) and (6) of subdivision  
21 (a) of Section 99233.

22 (c) If, as the result of a program audit, it is found that the  
23 training provided by the local education agency or the provider  
24 with whom it contracted did not meet the requirements of  
25 paragraph (4) of subdivision (a), the Superintendent of Public  
26 Instruction shall withhold from the local education agency's next  
27 monthly principal apportionment payment an amount equal to the  
28 amount of funding associated with the training that was not aligned  
29 to state standards and curriculum frameworks.

30 (d) A local education agency may contract with one or more of  
31 the California Professional Development Institutes authorized  
32 pursuant to Article 2 (commencing with Section 99220) if the  
33 training provided by the institute meets the criteria of paragraph  
34 (2) of subdivision (a) and subdivision (b), and has been approved  
35 by the University of California.

36 (e) The State Board of Education shall establish a procedure  
37 and criteria for local educational agencies to appeal to the board  
38 the findings of an audit conducted pursuant to this article.



1     (f) It is the intent of the Legislature that audits referenced in  
2     subdivision (c) be conducted as part of a compliance audit  
3     performed in accordance with Sections 14503, 14508, and 41020.

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